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ABSTRACT

During 1987-88, Manor Junior College, in Jenkintown, Pennsylvania, developed a semester-long freshman seminar designed to help students understand the college system, to strengthen students' identification with their vocational program and career choice, and to improve students' academic competencies and confidence in their ability to achieve academic success. Students met in groups for 2 hours per week to discuss many topics, including vocational academic policies and procedures, vocational program requirements, grade point averages, and career identification; and to develop skills associated with communication, reading texts, time management, test taking, and note taking. Students were also given weekly writing assignments related to their vocational programs and career goals. Due to late notification of funding, a planned course segment involving competency-based computerized lessons had to be canceled. Student participants reported having difficulty maintaining close ties with the Freshman Seminar instructor the semester following the course. They also expressed dissatisfaction with the amount of work required by the non-credit seminar. As a result, instructors recommended that the freshman seminar be offered as a year-long course, and the curriculum committee assigned two college credits to the course. Two unplanned positive outcomes were that the counseling office reported seeing considerably fewer students with problems, and relationships between the students and the seminar instructors proved to be a valuable asset in solving student problems quickly. The seminar's syllabus, faculty meeting agendas, and sample student and teacher evaluation forms for the course are attached. (MAB)

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FINAL REPORT

FRESHMAN SEMINAR

93-8007

EILEEN SUFFET

MANOR JUNIOR COLLEGE

JENKINTOWN, PENNSYLVANIA

SEPTEMBER 29, 1988

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL AND ADULT EDUCATION

CURRICULUM AND PERSONNEL DEVELOPMENT SECTION

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II. Final Report Summary

A. Abstract

1. Agency: Manor Junior College
Fox Chase Road
Jenkintown, PA 19046

Project Title: Freshman Seminar

Contract Number: 93-8007

Funding Period: July 1, 1987 - June 30, 1988

Approved Funds: $39,981

2. Statement of Purpose

Funds were requested to design and implement an in-depth semester long freshman orientation program to address the unique needs of vocational students who were beginning their college career programs.

3. Objectives

a. To increase the number of vocational freshman students who return for their sophomore year from 70% to 75%.

b. To provide vocational students with information and competency based skills necessary for the successful completion of their vocational program and thereby raise the percentage of students graduating from the 1987 entering freshman class from the current 48.1% to 60% in 1989.

c. To ensure that 100% of those students completing their occupational education programs are employable in the occupation for which they were trained.

d. To raise the percentage of students who are employed in the occupation for which they were trained within 60 days of completion of their programs from 85% to 95%

4. Objectives Achieved

a. Preregistration for Fall, 1988 classes were held in April, 1988. Ninety freshman students preregistered for their sophomore classes. This represents 78% of the Freshman Seminar population. A final determination will be made in September when Fall registration is completed.

b. The Freshman Seminar class provided students with information and competency based skills necessary for their studies. Regularly scheduled classes were held to address issues of concern to students, discuss college and vocational program policies and procedures, and improve students' vocational skills through a series of skill development seminars and a series of vocationally oriented competency-based writing assignments.

The scheduled computerized lessons were omitted from the project because notification of funding was made in late August, leaving an inadequate amount of time to develop these lessons.

The percentage of 1987 freshman students graduating cannot be determined until May, 1989. The objective is to graduate 60% of the original class.

c. In June, 1989, the co-administrators will send a questionnaire to the directors of each occupational education program. The questionnaire will address each of their respective student's preparedness for employment. Specific information regarding student's level of occupational skills and communication skills will be sought.

A second questionnaire will be sent to 1989 graduates. They will also be asked to comment on their occupational skills. The combined information from these two groups will be studied to determine the success of this objective.

d. In July, 1989 (60 days after graduation), the co-administrators will contact each of the graduates to determine their employment status. The information gleaned will be compared to previous years' information.

B. Financial Summary

	Approved	Spent
Instructional Salaries/Benefits		
Freshman Seminar Instructors		
10 sections @ 5 hours/week (15 weeks)	$20,000	$20,000
benefits @ 15%	3,000	3,000
Non-Instructional Salaries/Benefits		
Principal Grant Co-Administrator		
Madeline Seltzer, Ph.D.		
2/9 of total salary - 9 mo. contract		
taken as summer salary - $18,653	4,145	4,145
benefits at 20%	829	829
Principal Grant Co-Administrator		
Eileen Suffet, M.A.		
1/5 of total salary - 10 mo. contract		
taken as summer salary - $29,640	5,928	5,928
benefits @ 20%	1,185	1,185
Typist/Secretary		
$6.00 per hour for 8 hours/week - 30 weeks	1,440	1,440
benefits @ 10%	144	144
Materials	800	795
TOTAL BUDGET	**$37,471**	**$37,466**

III. Project Approach/Methodology

In August, 1987, the Co-administrators initiated the project by developing and planning the course of study for students known as Freshman Seminar (see Attachment 1), and designing a training program for those teachers being appointed to teach the class. Freshman Seminar was scheduled during the Fall, 1987 Fall semester with instructors meeting with their students two hours per week for fifteen weeks. Weekly meetings were also scheduled for Freshman Seminar instructors and Co-administrators in order to ensure the projects' successful progress. (See Attachment 2).

All Fall, 1987 incoming freshman vocational students were rostered into their seminar class according to their career programs. Students met in group-like settings two hours per week. The information that was presented and discussed was essential for students who wanted to achieve success in their first year of school.

The Freshman Seminar instructors concentrated their efforts on assisting students: 1) to master the college system, 2) to strengthen their identification with their vocational program and career choice, and 3) to improve their academic competencies and sense of confidence in their ability to achieve academic success.

The course syllabus was planned to allow for activities that addressed each of these three issues. Mastering the college system was handled during class exercises and discussions that included: 1) vocational academic policies and procedures, 2) vocational

program requirements, 3) grade point averages, 4) career identification, and 5) the importance of good communication skills in their careers.

Students were helped to strengthen their career identification by having invited guests speak in their classes and assigning activities that encouraged interaction with off-campus career people. Part-time employment was supported when students had the available time to commit themselves.

In order to help students achieve academic competency, a series of in-class workshops were offered. Topics such as: 1) reading a text, 2) time management, 3) test taking, and 4) note taking were offered to all students in the freshman seminar class. In order to strengthen writing skills, students were given weekly writing assignments about material relating to their vocational program or specific material learned in their vocational classes. The intent of this activity was for students to learn more about their careers while working on their writing skills. Homework assignments were read each week and corrected for accuracy of content and writing.

The Co-administrators were responsible for administering the budget and supervising the activities of the Freshman Seminar project. This included the weekly meetings with all Freshman Seminar instructors.

At the conclusion of the class, students and faculty were requested to complete a course evaluation (see Attachment 3). In general, the participants believed that the course was worthwhile and did help students achieve success during their first semester of college.

IV. Project Summary

The rationale for offering such a course was to improve student retention in the classroom by strengthening their commitment to college and to their career. While there were no major problems encountered in completing the activities for achieving the established objectives, one specific aspect of the project was not developed. In the inital proposal, the Co-administrators had planned to develop a series of competency based vocationally oriented computerized lessons. These were to have helped students improve their vocational skills while allowing them to gain knowledge in the use of a computer. Because notification of funding was not made until August, 1987, it was not possible to develop this activity. Improving vocational skills was, however, carried out in a series of in-class activities. These were facilitated by the instructors who taught Freshman Seminar.

A second problem encountered was that the close relationship which developed between the Freshman Seminar instructor and his/her students ended with the completion of the course. Because freshmen continue to be vulnerable throughout the Spring semester, the regular meetings were missed. Instructors had difficulty in scheduling meetings with individual students who were having problems. Valuable time was wasted in trying to locate students.

As a result, a strong recommendation was made by instructors to schedule classes one hour per week for the thirty weeks of the school year instead of two hours per week in the Fall semester only.

A third problem that ensued took place during the Fall semester. Students became very upset with the amount of time and work generated for a class having no college credit. The instructors agreed and recommended that the curriculum committee assign 2 college credits to the Freshman Seminar class. Approval was granted in December, 1987.

Some unplanned positive outcomes were:

1. the counseling office reported that they saw considerably fewer students having problems for the most part of the semester, and
2. Freshman Seminar teachers and students developed a strong relationship. Incoming freshmen have numerous questions and concerns that often develop into major problems if left unresolved. When minor problems can be addressed quickly and efficiently, the resolution can put the student at ease. Freshman Seminar instructors handled student problems. If a student were: a) having difficulty with a class or teacher, b) having a financial problem, or 3) having a dorm-related problem, discussions for resolving these problems could be handled in class or alone with the teacher. Wherever appropriate, referrals were made. In general, students received the attention and direction they needed in order to help them help themselves.

Classroom sessions resulted in an on-going process of students learning how to work through problems. Students enjoyed this process and learned a great deal from it and about themselves.

The relationship between student and teacher strengthened with time throughout the semester. A sense of trust and concern resulted. Students felt comfortable calling their Freshman Seminar instructor or just walking in to their offices with questions or problems. This positive relationship had an effect on the number of visits made to the counseling office.

ATTACHMENT 1

FRESHMAN SEMINAR — NO CREDIT

Required for all entering Freshman — 2 hrs /week

Goal 1 - students will have a clear understanding of their responsibilities with respect to academic requirements, policies, and procedures for success at Manor and in their careers.

Activities to Achieve Goal

1. provide information on academic policies, rules, regulations, g.p.a., drop/adds, probation, etc.

2. provide information on vocational policies and requirements for programs.

Goal 2 - Students will develop skills to help them achieve academic program success

Activities to Achieve Goal

provide students with basic and study skills:
note taking
test taking
textbook reading
time management
memory
writing
library/research paper

Goal 3 - students will develop a stronger identity with the program in which they are enrolled.

Activities to Achieve Goal

1. invited guest speakers
2. luncheon with invited guest speakers
3. students will interview an employed person in field of interest
4. vocationally oriented assignments integrated with Study Skills and personal development

Goal 4 - students will have opportunities for personal development and cultural enrichment.

Activities to Achieve Goal

1. Topics for personal development
   leadership
   assertiveness
   relationships
   creativity

2. Students must attend 3 cultural events to be chosen from categories listed below:

   sports event
   theater
   art museum
   concert
   movie (with instructor's approval)
   international restaurant (with instructor's approval)

REQUIREMENTS FOR COURSE:

1. a journal to be kept in loose leaf binders containing all written assignments, exercises and descriptions of outings. This journal will be submitted and graded by the students' English teachers as a requirement for their English courses as well as for this course.

2. All assignments must be completed on time.

3. Attendance is mandatory

4. Participation in all Freshman Seminar activities.

GRADING: Pass/Fail. Should a student fail, the course must be repeated in the spring. A "P" is required for graduation.

Criteria for P - fulfilling all requirements listed above.

FRESHMAN SEMINAR - SYLLABUS

Week I

Day 1

a) Course Introduction
   Explanation of Requirements and Syllabus
b) Sharing of problems and impressions
c) Important academic policies and regulations for first week
d) Exercise on Qualities for Success

1. Ask students to extract 3 qualities that helped them succeed in orientation exercise.
2. Form collaborative learning groups of 3-4 students to come up with list of "success qualities."
3. Each group recorder read qualities to class. Teacher record on blackboard.
4. Class discusssion.
5. Record list of Master Student Qualities

Assignment: Bring in copy of Roster
Read pp. 1-34
Do exercise pp.20-24

Day 2

a) Review/Preview
b) Sharing
c) Comparison of results of home exercise with list of Master Student Qualities p. 25 Discovery Statements
d) Power Process #1
e) Exercise-Limiting Beliefs
f) Regulations
g) Collect student rosters

Assignment: Read Chapter 2
Do Time Monitor pp. 43-46 due in one week

Week 2

Day 1

a) CIRP
b) Problems handled after class

Day 2

a) Review/Preview
b) Regulations
c) Based on Time Monitor, do journal entry p. 52.
d) Discuss Time Wasters
e) Life Line
f) Sharing

Assignment: Do ex. p. 54-55

Week 3

Day 1

a) Review/Preview
b) Regulations
c) Sharing
d) Link Time Wasters & Goals
e) Do Journal Entry pp.59
f) Power Process - p. 56

Assignment: Do Time Plan pp. 61-64
Begin reading Chapter 3

Day 2

a) Review/Preview
b) Volunteers for vocational luncheon
c) Guest Speaker - Assistant Dean
d) Sharing
e) Discuss Time Plans
f) Regulations
g) Memory Exercise
h) Memory Lecture
i) Discussion on Memory Problems

Assignment: Read Chapter 3
Choose 1 new Memory Tool, use it in vocational class, report on how effective it was.

Week 4

Day 1

a) Review/Preview
b) Journal Entry p. 87
c) Collatorative Learning groups to determine techniques students use to remember information
d) Discussion of these techniques and new techniques used by students
e) Power Process #3

Assignment: Describe in Journal as many of your barriers as you can. Be prepared to share some of these in class and to focus on one that you will try to break through.

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Collaborative Learning on barriers

Assignment: Read Chapter 4
Bring in appropriate textbook for reading assignment

Week 5

Day 1

a) Review/Preview
b) Lecture on reading texts
c) Collaborative Reading Assignment
d) Regulations
e) Sharing

Day 2

a) Review/Preview
b) Vocational Teacher Visit - revise chapter outline with students
c) Power Process #4
d) Journal Entry
   1. Describe a preconceived picture that you had and how it turned out in reality. What were the differences? How did you feel?
   2. Describe your picture of one of the future events on your Lifeline.

Week 6 Assignments: Read Chapter 5. Finish Journal Entry

Day 1

a) Review/Preview
b) Discussion on differences between the idea or picture and the reality.
c) Regulations
d) Sharing
e) Lecture on note taking techniques

Assignments: Using techniques learned in class, in addition to your own techniques, attend predetermined vocational class and take notes.

Day 2

a) Review/Preview
b) Regulations
c) Sharing
d) Model notes of lecture on blackboard
e) Discussion of notes
f) Power Process #5

Assignment: Read Chapter 6

Week 7

Day 1

a) Review/Preview
b) Regulations
c) Sharing
d) Collaborative Learning on Predicting Test Questions
e) Discuss Test Taking Techniques

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Power Process #6
e) Journal Entry - describe and identify some attachments

that create anxiety for you in some test-taking
f) Collaborative Learning on sharing attachments and suggested resolutions by group

Assignment: Get midterm grades for all of your courses

Week 8

Day 1

a) Review/Preview
b) Sharing
c) Regulations
d) GPA
e) Implications of GPA
f) Journal Entry - analyze reasons for grades in each course. Relate to Power Process #5, "You Create it All." Bring to midterm grade conference.

Assignment: Finish Journal Entry. Read Chapter 8

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Listening Exercise
e) "I" Message exercise, p 213

Assignment: Think of questions that you would like to ask members of your future profession at the luncheon.

Week 9

Day 1

a) Review/Preview
b) Sharing
c) Regulations
d) Killer Statements
e) Assertiveness Discussion

Assignment: Inner dialogue

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Discussion of vocational luncheon-report from planning team.
e) Collaborative groups to devise questions to vocational guests

Assignment: Read Chapter 7

Week 10

Day 1

a) Review/Preview
b) Sharing
c) Regulations
d) Learning Style Inventory
e) Power Process #8

Assignment: Letter to Instructor

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Discuss Luncheon
e) Research Paper
f) Visit by John Boyd on Learning Center's Aids for Research Papers
g) Power Process #7

Assignment: Read Chapter 11

Week 11

Day 1

a) Review/Preview
b) Sharing
c) Regulations
d) Library Visit
e) Library Exercise

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Cmapus Resources Visit
e) Power Process #11
f) Discuss community resources and the students' experiences with their 3 required cultural events

Assignment: ReadChapter 9

Week 12

Day 1

a) Review/Preview
b) Regulations
c) Sharing
d) Campus Resources Visit
e) Power Process #9
f) Exercise

Day 2

a) Review/Preview
b) Regulations
c) Sharing
d) Campus Resources Visit
e) Body Language

Assignment: Chapter 10

Week 13

Day 1

a) Review/Preview
b) Sharing
c) Regulations
d) Campus Resources Visitor
e) Power Process#10
f) Exercise

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Campus Resources Visitor
e) Exercise

Assignment: Read Chapter 12

Week 14

Day 1

a) Review/Preview
b) Sharing
c) Regulations
d) Questions for Vocational Visitor
e) Power Process #12
f) Exercise pp 324-326
g) Evaluation of Course

Day 2

a) Review/Preview
b) Sharing
c) Regulations
d) Vocational Visitor

ATTACHMENT 2

Freshmen Seminar Faculy Meeting

September 2, 1987

AGENDA

1. Review/Preview
2. Problem Solving — Power Process "1" - Ideas are Tools
3. Week 2 Activities
    a. Cirp
    b. Assignment Time Monitor
    c. Time Monitor Journal Entry
    d. Collaborative learning on designing a list of time wasters, personal - effects on academic progress
4. Academic Regulations
    a. Drop/Add

Freshmen Seminar

Agenda

Sept. 11, '87

1. Review Class Lists

2. Review Freshmen Advising strategy

   early alert
   tracking - credit limitations -090
   monthly meetings
   teacher time commitment

3. Communication - FSA with FPA

4. FS - Vocational Education luncheon

5. Sr. Francis

6. Handouts - Esther Goldman
   Alphabet

7. Teaching strategies for Week 3

Freshmen Seminar Faculty Meeting

Agenda

Eileen mm. 0:00 2:00

1. Pep Talk

2. Review Accomplishments.
   a. vocational goals, life goals, strengths and weaknesses
      how they affect goals
   b. time line
   c. time plan
   d. Be Here Now
3. Successes people are having
   Problems people are having

4. Preview

   1. Increasing Power of Learning thru Improving Memory

   a. discussion on memory problems
   b. memory excercise p. 148 - use vocational course
   c. To Do sheets
   d. homework assignments
      1. choosing a memory tool
      2. identifying barriers (Power Process 3)
   e. Power Process 3 (love your barriers)

Could Do

   f. Journal Entry p. 87 followed by collaborative learning experience described in overview Week 4 Day 1

This is your choice. You may want to do catch up

   2. Immediate Future Weeks

   a. Reading Skills
      Goal: By Applying Specific Teactbook Reading Techniques, the student will become more effective readers and ultimately better learners.

      Person: John Boyd - to teach us to teach them - our meeting

      Activities: Collaborative Reading Assignment
      Review assignment with teacher or with teacher's help
      Power Process 4 Notice your pictures and let them go.
   b. Notetaking Skills
      Goal. By applying notetaking techniques, the student's class time will become a more valuable learning experience

Reminders: Cultural Events
Journals

Remember to Share!
Remember to Review/Preview
Remember Early Alert

Freshman Seminar Faculty

Agenda

September 23, 1987

1. Vocational Luncheon - Update

2. John Boyd - Reading a Textbook

3. Classroom Techniques
   a) group - 2-3 students
   b) do on board changes
   c) make master outline
   d) invite instructor to class to review outline - (good idea is to get copy of outline to students prior to class.)

4. Financial Aid Problems - Bob Foultz
   Sr. Francis

5. Power Process 4
   "Notice your Pictures and Let Them Go!"

1. Teacher presents lecture on how to read a text -

2. Single Student - use textbook - 15 min (use one-two pages)

3. Small groups - use small group or pairs compare what they did.

4. Submit to teacher #4 under procedure

FRESHMAN SEMINAR FACULTY MEETING

AGENDA

SEPTEMBER 30, 1987

1. Meeting Times

2. a. Review reading lesson techniques
   b. Program teacher visits

3. Power Process 4 - Seeing images and letting them go

   a. Do activity sheet
   b. Do journal entry for homework assignment

(During share time - discuss Power Process #4 journal entries - this should occur on 2nd or even 3rd day).

Notetaking - Students by applying notetaking techniques will learn more effectively in classroom.

1. Short lecture on note-taking - 10 min -

2. Given my own lecture on 5 or 10 min-

3. Collaborative groups

   -compare notes
   -come up with good set
   -put on board

FRESHMAN SEMINAR FACULTY MEETING

AGENDA

OCTOBER 7, 1987

1. Review and evaluate reading project. Recommendations for following year.

2. Note-taking techniques

   GOAL: By applying specific note-taking techniques, the students will more effectively learn material covered in class.

   DAY 1 - Lecture on note-taking - 10 minute lecture.

   Important Reminder - **BE HERE NOW** - Remember the Power Process

   a. First 5-10 minutes - review chapter headings in "Becoming a Master Student" - on note-taking.

   b. Teacher does a 5-10 minute lecture on anything. Students take notes.

   c. Break into groups - students compare notes and reasons for their choices.

   d. Place composite on board. Instructor confirms accuracy and inclusiveness. Point out your clues for emphasizing important material.

   HOMEWORK: Take notes in a specified vocational class.

   DAY 2 - Place notes on board
   Discuss techniques

3. Power Process 5

   a. "You Create it All"

   b. Do activity sheet.

4. Upcoming

   a. Test taking

   b. G.P.A.

   c. Mid-term grades

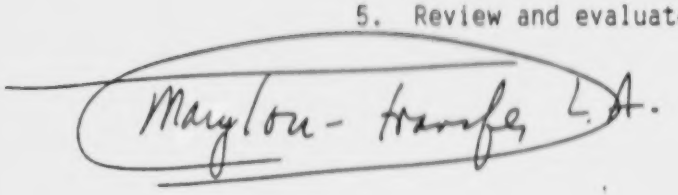
Accreditation

MANOR JUNIOR COLLEGE
Jenkintown, Pennsylvania

FRESHMAN SEMINAR FACULTY MEETING
October 21, 1987

AGENDA

1. Sharing
2. Syllabus review - What's Ahead
3. Midterm Grade Policy
4. Sister Francis - Bob Foultz - Schedules
5. Review and evaluate test taking chapter



MANOR JUNIOR COLLEGE
Jenkintown, Pennsylvania

FRESHMAN SEMINAR FACULTY MEETING
October 28, 1987

AGENDA

1. WELCOME BACK EILEEN!!!

2. Chapter 8 - Relationships
   Bonnie & Marla

3. Review of rest of syllabus
   Other topics to be covered

4. Library Exercise
   a) Tour of Library
   b) Vocational Teacher devises
      5 questions that utilize various
      Library resources

5. Withdraw from Classes Deadline Date
   - individual exceptions

FRESHMAN SEMINAR FACULTY MEETING

NOVEMBER 4,

AGENDA

1. Early Alert
2. Library Project
3. Mission and Goals for Middle States - the assignment
4. Assertiveness/Communication/Listening
   Additional exercises, feedback from teachers
5. Learning Style Inventory-p.125 in manual
   Assignment - Identify teaching styles of each instructor
6. Evaluating Syllabus
7. Update on Vocational Luncheon
8. End of Semester Speakers - Their Identification
9. Ideas about Course Evaluation

FRESHMAN SEMINAR FACULTY MEETING

NOVEMBER 11

AGENDA

1. Evaluation of Remaining Syllabus
2. Evaluation of Assertiveness Exercises
3. Evaluation of learning style inventory
4. Christine Izak - November 23, 24, 25
5. Update on Marylou, Joe, Sr. Anne
6. Evaluation of Course - Bobbie Jones
7. Vocational Luncheon
8. Next week's meeting

FRESHMAN SEMINAR

FACULTY MEETING

NOVEMBER, 1987

1. Review formal class/student/teacher evaluations.
2. Probationary status - students' responsibilities
3. Preregistration - student advising
4. Evaluate learning styles - experience, power processes
5. Record keeping - on student contracts

Student Course Evaluation

School _____

Date _____

(Please do not put your name on this paper)

1. What did you teach yourself while in this class?

2. Would you recommend this course to a friend?
   Yes _____ No _____

3. How would you change the course?

4. What did you find most valuable?

5. What did you find least valuable?

6. How many classes did you miss?
   None _____ 1 or 2 _____ 3 or more _____

7. Of the twelve chapters, how many did you read?
   All _____ 10 or 11 _____ 9-6 _____ 5 or less _____

8. Approximately how many of the exercises from the text did you complete?

   a. 100%

   b. 75% or more

   c. 50% or more

   d. Less than 50%

ATTACHMENT 3

Teacher Evaluation

Name _____ Date 12/23/87

School Name Manor Junior College

Address Fox Chase Manor Phone # (215) 885-2360
Jenkintown PA 19046

1. Please estimate the amount of total time spent with: (Circle one item on each line.)

Lecturing	more than 75%	50-75%	25-50%	less than 25%
Exercises	more than 75%	50-75%	25-50%	less than 25%
Quizzes	more than 75%	50-75%	25-50%	less than 25%
Preview/review	more than 75%	50-75%	25-50%	less than 25%
Guest Speakers	more than 75%	50-75%	25-50%	less than 25%
Sharing	more than 75%	50-75%	25-50%	less than 25%
Assignments	more than 75%	50-75%	25-50%	less than 25%

090

2. Did students participate in share time? Please describe type of sharing.

Yes - sometimes structured (I would design), sometimes whatever they wanted to discuss

3. Which parts of your course received the most favorable response?

time management, one-on-one meeting outside of class, personal development exercises

4. Which parts of your course received the least favorable response?

reading a textbook, required homework (without receiving college credit)

5. What discoveries have you made about your course?

the course needs to have college credit to motivate student's work.

6. What changes do you intend to make in your course?

- decided by group of instructors of all freshman seminars.

Please complete this evaluation at the end of the term, and return one copy to College Survival, Inc. with a copy of your syllabus. The other copy is for your files. • College Survival, Inc., 2650 Jackson Blvd., Rapid City, SD 57702-3474